

## Equality Information and Equality Objectives for

### **Broom Cottages Primary and Nursery School**

#### **Equality Act 2010 Schools' provision of the public sector equality Duty**

**February 2019**

We in Broom Cottages Primary and Nursery School are committed to equality. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, in break and in lunchtimes, in pastoral support and in after school activities.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

We will have **due regard** to advancing equality of opportunity including making serious consideration of the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that is connected to that characteristic
- Take steps to meet the needs of persons who share a protected characteristic that are different from the needs of those who do not share it
- Encourage persons who share a relevant protected characteristic to participate in public life or in any activity in which participation by such persons is disappointingly low

We take into account six principles of due regard:

- Awareness – all staff know and understand what the law requires
- Timeliness – implications are considered before they are implemented
- Rigour – open-minded and rigorous analysis, including parent/pupil voice
- Non-delegation – the PSED cannot be delegated
- Continuous – ongoing all academic year
- Record-keeping – keep notes and records of decisions and meetings

The protected characteristics for school provision are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Age, marriage and civil partnership are NOT protected characteristics for school provision.

We welcome the opportunity to be transparent and accountable. To this end, we fulfil the specific duties of the Act by:

- Publishing our equality information
- Publishing our equality objectives

We aim to make the information accessible, easy to read and easy to find.

**Equality Information:**

We maintain confidentiality and work to data protection principles. We publish information in a way so that no pupil or staff member can be identified.

**Staff:**

<b>Age</b>	Employees aged between 18 and 68
<b>Disability</b>	No staff with a recorded disability
<b>Gender reassignment</b>	No member of staff. We would support any staff member undergoing gender reassignment.
<b>Marriage &amp; civil partnerships</b>	Figures change – we comply with our equality duty.
<b>Pregnancy and maternity</b>	Figures change – we comply with our equality duty.
<b>Race/ ethnicity</b>	One member of staff is Thai, one is Gypsy/Roma and the remainder are white British

<b>Religion and belief/ no belief</b>	Some staff gave information - all are Christian or have no religion
<b>Sex – male/female</b>	6 male 45 female
<b>Sexual orientation</b>	We support staff members regardless of sexual orientation

**Pupils:**

<b>Age</b>	3- 11 years
<b>Disability</b>	Figures change
<b>SEN</b>	Figures change
<b>Statements</b>	Figures change
<b>Gender reassignment</b>	We would support any pupil undergoing gender reassignment or questioning their gender.
<b>Marriage &amp; civil partnerships</b>	n/a
<b>Pregnancy and maternity</b>	n/a
<b>Race/ ethnicity</b>	Two Egyptian pupils One Asian/British Pupil One Any other white background One Polish Pupil One white and black african Remainder of the pupil population is white British
<b>EAL</b>	Two pupils speaking Arabic

<b>Religion and belief / no belief</b>	We comprise of; Christian, C of E, Roman Catholic and Muslim
<b>Sex – male / female</b>	157 female 136 male
<b>Sexual orientation</b>	We support all pupils regardless of sexual orientation
<b>FSM</b>	36%
<b>Post 16</b>	n/a
<b>NEETs</b>	n/a
<b>Vulnerable groups of pupils whose prior attainment may be different from that of other groups</b>	n/a

**Achievement statistics :**

## **Assessment 2018**

Percentage of pupils achieving the required standard

Reading 68%

Writing 73%

Maths 62%

GPVS 68%

Reading, writing and maths combined 57%

Average Progress

Reading -0.7

Writing 1.2

Maths 0.3

Percentage of pupils achieving the higher level of attainment

Reading 16%

Writing 27%

GPVS 19%

Maths 22%

Average scaled score

Reading 102

Maths 102

GPVS 103

## **We will update our equality information annually**

### **Equality Objectives:**

1. Over the next four years (2018/22), we will introduce approaches to raise awareness of racist bullying among pupils, parents and staff through assemblies, Social Emotional Aspects of Learning/Rights Respecting Schools activities and parental seminars.
2. To establish strong, consistent relationships with a more ethnically diverse Primary school and improve pupils, parents and staffs opportunities to mix with pupils, parents and staff from different ethnicities, cultures and religions, by the end of the 2018/19 academic year.
3. We aim to improve outcomes for SEND pupils.
4. To continue to challenge gender stereotyping across the school as it relates to curriculum development, after school clubs and aspirations of pupils by the end of the 2018/2019 academic year.
5. To continue to ensure that discrimination in recruitment in newly recruited staff does not exist.

We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

*'To reap the full benefits of equality and human rights educations, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these*

*topics can at best appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.*

Though the Act refers to 'race', the use of ethnic/cultural origin, background or heritage are more appropriate.

Headteacher: *Mr S Karanagh*

Chair of Governors: *Mr S Ali Khan*

Date of Review: February 2019